



## Alston Middle

500 Bryan Street  
Summerville, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	878 Students	
<b>Principal</b>	Sam Clark	843-873-3890
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Average
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

Percent of students tested in 2008-09 whose 2007-08 test scores were located

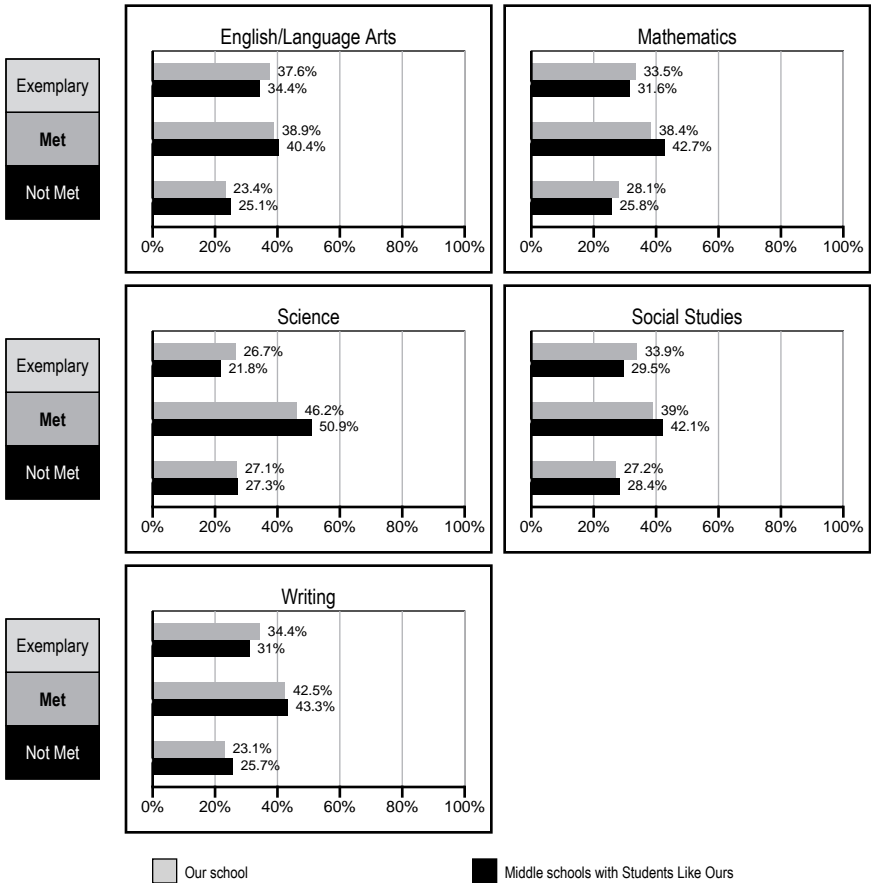
94.4%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	11	37	0	0

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.3%
English 1	98.4%	96.9%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	99.1%	96.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=878)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	25.4%	Down from 48.1%	22.7%	21.6%
Retention rate	3.4%	Down from 3.8%	1.1%	1.2%
Attendance rate	95.3%	Down from 95.4%	95.9%	95.9%
Eligible for gifted and talented	15.3%	Down from 16.8%	17.8%	14.8%
With disabilities other than speech	12.1%	Down from 13.1%	11.6%	12.6%
Older than usual for grade	3.4%	Down from 4.2%	2.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.9%	Up from 6.7%	0.8%	0.6%
Annual dropout rate	0.2%	Down from 0.5%	0.0%	0.0%
<b>Teachers (n=60)</b>				
Teachers with advanced degrees	51.7%	Down from 60.7%	57.3%	56.9%
Continuing contract teachers	63.3%	Up from 59.0%	75.9%	72.7%
Teachers with emergency or provisional certificates	5.6%	Up from 4.3%	4.9%	5.3%
Teachers returning from previous year	67.3%	Down from 71.5%	85.3%	82.9%
Teacher attendance rate	93.9%	No Change	95.2%	95.2%
Average teacher salary*	\$43,947	Up 3.2%	\$47,084	\$46,599
Professional development days/teacher	8.7 days	Down from 13.9 days	10.7 days	10.8 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 20.1 to 1	21.8 to 1	20.1 to 1
Prime instructional time	87.6%	Down from 87.7%	90.0%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Down from 98.4%	98.8%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,434	Up 7.8%	\$6,934	\$7,645
Percent of expenditures for instruction**	59.0%	Down from 59.2%	63.8%	63.4%
Percent of expenditures for teacher salaries**	53.3%	Down from 54.3%	57.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Tiger Pride runs deep at Alston Middle School, where our mission is to provide every student with the skills necessary to become productive citizens. Alston Middle School is the oldest middle school in Dorchester Two, and there is a strong tradition of high expectations, parental involvement and community support. Our school serves over 860 students with a staff of 58 certified teachers, four administrators, three guidance counselors, and one career counselor. Alston is fully accredited by the Southern Association of Colleges and Schools, and our school was one of only three schools in District Two to earn the Department of Education's "Red Carpet" Award.

Alston Middle School is focused on the academic growth and achievement of our students. Our students successfully participate in rigorous academic competitions within our district, region and state. Our math team placed second in the prestigious Quest program and second in Quiz Bowl. Our students continue to grow and excel in the Fine Arts with our artists placing in the PTSA's Reflection Contest. Our Chorus earned a Superior rating at the state level, while The Tiger Band earned an Excellent rating from the SC Band Director's Association. For the first time, our Strings students earned state-wide honors with eight students earning Excellent or Superior ratings. Also, our students and staff presented a major theatrical production, "High School Musical," which was a tremendous success.

Alston's PTSA leads the way in providing support for students and teachers. PTSA is deeply involved in every endeavor at our school. From our sports teams to Fine Arts to academic competition to social events, the PTSA is there for our students. Our School Improvement Council is also involved in supporting important school programs.

Alston's staff is working hard to meet Adequate Yearly Progress as established by the NCLB Law. We plan on meeting this challenge by increasing the use of data, especially data from MAP tests, to improve instructional practices and decisions. Our focus on math through the implementation of a math coach/co-teacher to increase classroom rigor has produced significant results as measured by MAP. We will continue to use the READ 180 program and our Accelerated Reader Program to improve literacy and language arts skills. We have won the 21st Century Grant and a grant from Trident United Way to expand our Tiger Time After-School Program in order to meet the needs of many under-performing students. We plan to make adjustments in our master schedule to make more effective use of our in-school tutorial time, and we will put an even greater emphasis on developing our Tiger Pride Positive Behavioral Program in order to teach expected behaviors and to recognize students' positive performance.

Sam Clark, Principal  
 Rene' Seith, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	238	88
Percent satisfied with learning environment	94.7%	71.2%	87.2%
Percent satisfied with social and physical environment	93.0%	72.6%	76.1%
Percent satisfied with school-home relations	94.6%	78.3%	82.8%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

# PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	864	99.9	24.6	39.7	35.7	85	89.3	82.8	Yes	Yes
Gender										
Male	473	99.8	26.6	39.7	33.7	83.6	86.4	79.3	N/A	N/A
Female	391	100	22.3	39.7	38	86.7	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	523	99.8	16.5	36.4	47.2	90.4	92.9	89.5	Yes	Yes
African American	298	100	39.8	45.1	15	75.6	82.3	73.7	Yes	Yes
Asian/Pacific Islander	12	100	16.7	41.7	41.7	91.7	93.3	92.3	I/S	I/S
Hispanic	26	100	30.8	46.2	23.1	73.1	82.7	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	116	100	57.7	30.9	11.3	52.6	59.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	94.4	41.2	35.3	23.5	64.7	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	394	100	37	43	20.1	77.7	81.9	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	864	99.9	29.3	41.3	29.3	79.5	85.8	78.9	Yes	Yes
Gender										
Male	473	99.8	28.4	41.1	30.5	80.8	85.2	77	N/A	N/A
Female	391	100	30.4	41.6	28	78	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	523	99.8	18.1	43.1	38.8	88.2	91.5	87.2	Yes	Yes
African American	298	100	50.8	37.6	11.7	63.2	74.4	66.7	Yes	Yes
Asian/Pacific Islander	12	100	8.3	41.7	50	91.7	91.8	93	I/S	I/S
Hispanic	26	100	34.6	53.8	11.5	73.1	80.4	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	116	100	59.8	33	7.2	53.6	57.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	94.4	52.9	29.4	17.6	58.8	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	394	100	45	39.5	15.5	66.2	76.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group								
	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	580	99.8	26.4	46.7	27	73.6	75.3	67.5
Gender								
Male	322	99.7	27.4	44.9	27.7	72.6	75	67
Female	258	100	25.2	48.8	26	74.8	75.8	68
Racial/Ethnic Group								
White	363	99.7	14.9	49.3	35.9	85.1	83.8	79.5
African American	192	100	50	40.6	9.4	50	57	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	12	100	33.3	41.7	25	66.7	70.5	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	78	98.7	57.6	37.9	4.5	42.4	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	252	99.6	44.3	43.4	12.3	55.7	59.9	55.1
Social Studies								
All Students	580	100	26.8	39.6	33.6	73.2	81.2	72.3
Gender								
Male	309	100	26	37.9	36.1	74	80.9	71.5
Female	271	100	27.7	41.4	30.9	72.3	81.4	73.2
Racial/Ethnic Group								
White	348	100	18.8	35.8	45.5	81.2	86.7	80.7
African American	204	100	41	44.8	14.2	59	69.9	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	21	100	38.1	42.9	19	61.9	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	70	100	51.7	37.9	10.3	48.3	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	14	100	57.1	21.4	21.4	42.9	74.6	67.9
Socio-Economic Status								
Subsided meals	264	100	38.6	42.4	19.1	61.4	70.6	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	860	98.3	22.8	42.7	34.5	77.2	81.7	70.2	95.3	96.2
<b>Gender</b>										
Male	465	97.4	26.4	45	28.5	73.6	76	63.2	94.9	96.1
Female	395	99.2	18.6	40	41.4	81.4	87.5	77.5	95.7	96.3
<b>Racial/Ethnic Group</b>										
White	518	98.5	15.6	40.8	43.6	84.4	86.9	79.1	95.4	96
African American	299	98	36	47	17	64	70.9	57.6	95.1	96.4
Asian/Pacific Islander	12	100	8.3	41.7	50	91.7	88.6	86.2	97.3	97.1
Hispanic	26	100	34.6	42.3	23.1	65.4	78.9	62.6	95.3	96.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	88.4	68.7	92	95.8
<b>Disability Status</b>										
Disabled	99	88.9	65.4	29.6	4.9	34.6	37.7	26.1	93.2	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
<b>English Proficiency</b>										
Limited English Proficient	19	100	42.1	31.6	26.3	57.9	70.2	61.2	93.7	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	399	98.3	34.1	42.9	23	65.9	70.2	58.9	94.5	95.5

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	282	100	22.9	41.6	35.5	77.1
	7	300	100	24.6	38.4	37	75.4
	8	282	99.7	26.4	39.1	34.5	73.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	282	100	28.2	41.6	30.2	71.8
	7	300	100	27.8	44.1	28.1	72.2
	8	282	99.7	32.2	38	29.8	67.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	144	99.3	29.3	55.6	15	70.7
	7	297	100	19.4	47.8	32.7	80.6
	8	139	100	38.6	34.6	26.8	61.4
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	140	100	18.5	55.4	26.2	81.5
	7	298	100	31.4	31.8	36.8	68.6
	8	142	100	25.2	40.5	34.4	74.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	280	98.2	20.2	42.2	37.6	79.8
	7	303	97.4	21.3	41.5	37.2	78.7
	8	277	99.3	27	44.4	28.6	73

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